

# ***Hispanic Heritage of Florida October, 2012***

## **University of South Florida Lesson Plan Format**

### **Lesson Title**

The Seminole Wars: A brief overview and the role of Black Seminoles.

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### **Concept/Main Idea/Big Idea of Lesson**

The Seminole Wars in Florida were some of the costliest wars in American history. This lesson will explore those conflicts and will look specifically at the role Black Seminoles played during this time period.

### **Conference Theme**

Migration, Exile, Diaspora

### **Infusion/Subject Area**

8<sup>th</sup> Grade U.S. History

### **Curriculum Standards**

*NCSS Themes:*

Time, Continuity, and Change  
People, Places, and Environment

*Florida Next Generation Sunshine State Standards:*

SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness.

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

### **Instructional Objective**

The student will:

- critically read about the Seminole Wars;
- create an illustrated timeline of the major events of the Seminole Wars;
- learn and write about the Black Seminoles

### **Learning Activities Sequence**

**Set Induction/Attention-Getter/"Hook":** Obtain illustrations of Chief Osceola and Chief Micanopy from the Internet; project their pictures for all students to see. Ask students to identify them and then predict why they are important. If they do not know the answer, give them hints like there are counties and rivers named after them, today they might own casinos, etc. Once they have identified them as Seminole Chiefs, give students their names and explain that they fought to stop Seminole relocation and were part of one of the costliest wars in American History.

**Group Reading:** Pass out copies of Handout HO1 (Seminole War Reading). In groups of three (or in whatever size groups best fits your students' needs), ask students to read the short article. Distribute Handout HO2 (Seminole War Questions) and ask students to complete the questions and discuss their answers. They should highlight their answers in the text.

**Illustrated Timeline:** Distribute Handout HO3 (Seminole War Timeline). Using their reading, ask students to create a timeline of the events described in the article. Students should also illustrate three of the events. Then students should be prepared to share what events they chose to illustrate and why.

**Critical Independent Reading:** Pass out Handout HO4 (Black Seminoles). Have students independently read the passage, highlighting the different roles Black Seminoles played in American History.

**Group Discussion:** Come together as a class and discuss the different roles and the pros and cons of each.

**Writing Exercise:** Distribute Handout HO5 (quickwrite template) and have students consider the roles Black Seminoles played.

**Closure:** Depending if this lesson is completed in one day or two, the closure for part one is the sharing of timelines. For the second part, ask students which role they would have preferred to play as a Black Seminole and why.

### **Evaluation**

The timeline will show that students have learned the major events of the Seminole Wars and Florida History. The quickwrite and the class discussion will also be used to evaluate students' understanding of the roles Black Seminoles played.

### **Materials and Resources**

- Handout 1 (HO1): Seminole War Reading
- Handout 2 (HO2): Seminole War Questions
- Handout 3 (HO3): Seminole War Timeline
- Handout 4 (HO4): Black Seminoles, 1838
- Handout 5 (HO5): Quickwrite template

### **Internet Sources**

*The Seminole Wars*. This website maintained by the Florida Department of State, provides a good overview on the Seminole Wars.

<http://www.flheritage.com/facts/history/seminole/wars.cfm>

*The Seminole Wars*. Detailed information and good images to use in a classroom setting. <http://www.seminolewars.us/history.html>

*Seminole Timeline* Provided by the Seminole Tribe of Florida, this timeline starts in 1510 and goes up until the contemporary era.

<http://www.semtribe.com/History/TimelineText.aspx>

## **References**

Florida Center for Instructional Technology, University of South Florida. (2004). *Florida then and now*. Retrieved from <http://fcit.usf.edu/florida/lessons/cur.htm#semwars>

Jones, M., & McCarthy, K. (1993). *African Americans in Florida*. Sarasota, FL: Pineapple Press.

Knetsch, J. (2003). *Florida's Seminole wars*. Charleston, SC: Arcadia Publishing.

Seminole Tribe of Florida. (2011). *Seminole tribe of Florida, history*. Retrieved from <http://www.semtribe.com/History/>

State of Florida. (2011). *Historical reports: the Seminole Wars*. Retrieved from <http://www.flheritage.com/facts/history/seminole/wars.cfm>